**Ziggurat Worksheet**Ruth Aspy, Ph.D., and Barry G. Grossman, Ph.D.

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| **Behavior/Areas of Concern** | **For Specific Intervention Plan**  Operationalized Behaviors  👁 👁 👁  👁 | **Selected UCC Items** | | **Check all that apply** | | |
| # 3 difficulty maintaining personal space  # 25 difficulty following rules of conversation  # 52 displays poor problem-solving skills  # 62 recall information inconsistently | # 53 displays poor organizational skills  # 60 Has attention problems  # 89 Has difficulty managing stress or anxiety |
| **A** | **B** | **C** |
| Sensory and Biological | Sensory and Biological Intervention: | * Teach relaxation techniques-= lemon squeeze * Utilize 5-point check in chart to monitor stress and anxiety * Access to sanctuary for relaxation | | X | X |  |
| Underlying Characteristics Addressed: | # 89 Has difficulty managing stress or anxiety | |
| Reinforcement | Reinforcement Intervention: | * Token economy = earn computer time after lunch * Earn free time before end of class to relax in rocking chair * Verbal praise from peer or teacher | | X | X | X |
| Underlying Characteristics Addressed: | # 60 Has attention problems  # 89 Has difficulty managing stress or anxiety | |
| Structure & Visual/Tactile Supports | Structure & Visual/Tactile Support Intervention: | * Provide visual of daily schedule * Provide visual of class itinerary * Visual cue card, “Do Your Work” for adult/peer to point to and redirect * Count down of problems, i.e., 10, 9. 8. Etc. * Provide these strategies to all student’s mainstream teachers | | X | X |  |
| Underlying Characteristics Addressed: | # 52 displays poor problem-solving skills  # 53 displays poor organizational skills  # 60 Has attention problems | |
| Task Demands | Task Demand Intervention: | * Provide small group instruction * Peer/teacher assistance | | X | X |  |
| Underlying Characteristics Addressed: | # 52 displays poor problem-solving skills  # 62 recall information inconsistently  # 53 displays poor organizational skills  # 60 Has attention problems | |
| Skills to Teach | Skill Intervention: | * Model Math equations on white board * Provide student with own white board to complete computations * Provide fewer problems on sheet * Frequent check-ins throughout lesson | | X | X | X |
| Underlying Characteristics Addressed | # 52 displays poor problem-solving skills  # 62 recall information inconsistently  # 53 displays poor organizational skills  # 60 Has attention problems | |